University of Texas at El Paso
College of Education – Department of Teacher Education
RED 3342-005: Content Area Literacy CRN: 22051
Spring 2021 (Online)

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Course Overview:

RED 3342 provides an overview of literacy instruction in the content areas, with an emphasis on grades 4-12.   The course is focused on the development of critical, engaged, empowered readers and writers across content areas at the secondary level. To that end, this course will provide numerous opportunities to apply literacy instructional strategies, including reading, writing, academic vocabulary, and academic conversational strategies, as aligned with State Board of Education Certification (SBEC) standards for Pedagogy and Professional Practice and English as a Second Language Standards.

Course Description (catalog):

Methods and materials for developing maturity in reading and study skills, especially in the content areas from K-12. Special emphasis is given to the development of interest, the matching of students to proper materials, and instructional techniques for integrating the teaching of skills with the teaching of content. Field experience required.

Course Objectives:

This course aligns with Texas State Board of Educator Certification (SBEC) standards for pedagogy and professional practice (4-8/7-12), with a focus on integrated literacy instruction in the content areas. In addition, the course aligns with English as a Second Language Standards (as assessed by the TExES 154 ESL Supplemental Exam).

The SBEC standards for Pedagogy and Professional Responsibilities can be found at the following online locations:
- Middle School Certificate Standards – PPR Grades 4-8:
  https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=235&rl=41
- Secondary School Certificate Standards – PPR Grades 7-12:
  https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=235&rl=61

SBEC Pedagogy and Professional Responsibilities (Grades 4-12)
Instructional Planning and Delivery
Classroom teachers in grades 4-12 demonstrate understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students and makes learning relevant for today's learners.
Knowledge of Student and Student Learning
Classroom teachers in grades 4-12 work to ensure high levels of learning and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.
Content Knowledge and Expertise
Classroom teachers in grades 4-12 exhibit an understanding of content and related pedagogy as demonstrated through the quality of the design and execution of lessons and the ability to match objectives and activities to relevant state standards.
Learning Environment
Classroom teachers in grades 4-12 interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.
Data-Driven Practices
Classroom teachers in grades 4-12 use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.
Professional Practices and Responsibilities
Classroom teachers in grades 4-12 consistently hold themselves to a high standard for individual development, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

This course will also address the following state English as a Second Language (ESL) Standards and Competencies:

SBEC/TExES English as a Second Language Standards
English as a Second Language Standard III:
The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.
English as a Second Language Standard IV:
The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.
SBEC/TExES English as a Second Language Competencies
Competency 005: The ESL teacher understands how to promote students' literacy development in English.

> Competency 006: The ESL teacher understands how to promote students' content-area learning, academic language development, and achievement across the curriculum.

This course will address the following International Society for Technology in Education (ISTE) standards:

Learner	Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.
Leader	Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.
Citizen	Educators inspire students to positively contribute to and responsibly participate in the digital world.
Collaborator	Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.
Designer	Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.
Facilitator	Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students.
Analyst	Educators understand and use data to drive their instruction and support students in achieving their learning goals.

As part of this course, you will also be expected to become familiar with and use relevant Texas Essential Knowledge and Skills (TEKS) for your content area. You can access the TEKS at this link: https://tea.texas.gov/curriculum/teks/.

Professional Responsibilities and Dispositions:

As part of this course, you will have the opportunity to develop and apply your knowledge of the UTEP College of Education's working framework for Professional Responsibilities and Dispositions, which includes the following elements:
- Professional Attributes
- Commitment to the Teaching Profession
- Professional Relationship Skills and Communication
- Beliefs and Students and Learning
- Ethical and Responsible Conduct

At the end of the semester, as part of your final exam, you will submit a self-assessment of your professional dispositions, which will be paired with the professor's assessment of your professional dispositions and submitted to the advising center along with your field experience log.

Student Learning Outcomes:

In alignment with the standards and course goals/objectives outlined above, upon completion of this course, students will be able to:

1. Describe and apply a meaningful definition of literacy in the content areas in the digital age;
2. Demonstrate ways of connecting literacy learning to students' prior knowledge, life experiences, and interests, and that views differences in learning and background as educational assets;
3. Identify the role of language and culture in literacy learning and demonstrate ways to modify instructional practice to support students' meaningful language acquisition and content learning;
4. Identify and apply disciplinary literacy instructional strategies for relevant content area(s), including reading, writing, academic vocabulary, and academic conversational strategies, and design assessments that are responsive to differences among students and that promote all students' learning;
5. Develop a meaningful definition and application of digital literacy, in accordance with ISTE standards for educators;
6. Use knowledge of relevant TEKS standards to plan integrated instruction and ongoing assessments that are appropriate for each student and responsive to students' developmental characteristics and needs;
7. Use data drawn from informal and formal assessments to gauge student progress in literacy and to design and modify instruction to improve students' literacy learning;
8. Reflect on their own strengths and areas of improvement in content literacy teaching, and use this information to adapt and improve instruction;
9. Demonstrate professionalism in all aspects of the course, as per the UTEP College of Education Professional Awareness and Responsibilities framework, which includes knowledge and practice of the Texas Educators' Code of Ethics (https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2)

Course Readings:

Required books:
Daniels, H. & Zemelman, S. (2014). *Subjects matter: Exceeding standards through powerful content-area reading.* Portsmouth, NH: Heinneman. ISBN: 978-0-325-05083-6

Laird, M., & Cain, S. (2011). *The fundamental 5: The formula for quality instruction*. CreateSpace Publishing. ISBN: 1456491032

These books are available at the UTEP Bookstore or can be purchased online through third party vendors.

<u>Required articles [posted in Blackboard]</u>

Course requirements:
Successful completion of this course will be based on your performance on the following assignments/assessments:

Activity/ Assessment	Point Value	Description
Reading Graphic organizers, foldables, and summaries	20 points (10 /2 points each)	Because this is a course focused on academic reading and writing, we will engage in several academic literacy practices: summary-writing, graphic organizers and foldables. You will be asked to submit weekly activities based on the readings for the course. The activities will vary for each reading, but should be completed in their entirety and should capture the main argument and key point(s) of the assigned reading. Your reading activities should follow the templates provided on Blackboard.
Annotated Syllabus	2 points	Use the tools in Microsoft Word to annotate the syllabus. Highlight important details such as; assignments and due dates, required texts and readings, and important ideas. Add comments with notes, questions and concerns you may have, or reminders to yourself. Review each rubric, highlight important ideas, and make note of any questions you may have. Upload to Blackboard.
Selection of a standard or group of standards that you want to focus your learning and lessons on for the semester	2 points	After downloading and reviewing the TEKS for your content area, select a grade level and a specific TEKS that you want to focus your literacy activities on for your lesson plan and throughout this course. Develop your lesson frame based on your selected TEKS.
Teacher Appreciation Reflection	2 points	During the first week of class, you will be asked to submit a written reflection on your experiences with most/least effective teachers during your K-12 schooling. Please check course schedule for due dates.
Adolescent Literacy Inventory and Report	4 points	In order to learn about adolescent literacy practices and ways of getting to know students, you will be asked to conduct a brief interview with a (pre-)adolescent, ages 9-17, on their reading/writing/digital practices. You will then submit a short report of what you found in the

		interview. Please check Blackboard for interview questions and report template, and please check the course schedule for due date.
Booktalk	2 points	As a content area teacher, it is just as much your responsibility to bring literacy into your classroom as the ELAR teacher. One way to incorporate reading into your curriculum is to read trade books (a trade book is defined as a book that is to be sold to the public through booksellers. An example of a trade book is a bestselling novel in a paper cover) to and with your students. To that end, select a trade book that inspired you to be a reader in either middle or high school, and do a book talk.
Annotated Content Reading	2 points	Annotate a self-selected passage, article, chapter, or story that relates to your content and TEKS. Your annotations should include purpose (related to your TEKS), questions, circled vocabulary, & commentary. This article will be the focus of your lesson plan.
Remote lesson-observation report and reflection	16 points (4 reports/4 points each)	As part of this course, you will conduct 10 hours of class observations in your content area: ➔ 5 of these hours will consist of observing El Paso High School teachers teaching their classes through Zoom. You will receive a schedule of your observations based on your content area. You will need to submit a field observation report and the reflection for 4 of the classes you observe. Please, use the field observation templates available on Blackboard. ➔ The remaining 5 hours will consist of observations of high-quality online videos. One has already been selected for you, but you will be able to select the others yourself. Do not forget to download the field observation log sheet (available under in the Week 1 "Resources" folder on BB) to describe the classes you watched and provide the links to them. These 10 hours of field experience are a central component of this course and documentation of these hours is required.
Foldable demonstration video	3 points	The use of foldables in the classroom is a great way to chunk information for students. They are essential multi-dimensional graphic organizer that satisfy all types of learners. They can be used for skills reinforcement, information organizer, note-taking devices, study guides, and projects. You will select a foldable that best enhances

		and increases the rigor of your content-area reading for your lesson plan. You will then create a video demonstrating how to create and use your foldable with your selected reading.
Pair strategy demonstration	6 points	In order to practice the strategies that we read, learn, and talk about in class, you will work with a partner to develop a strategy demonstration in your content area. You can draw on the readings from class, including *The Fundamental Five (*Cain and Laird), as well as Daniels' et al *Subjects Matter*, to develop your strategies. This demonstration can be thought of as a mini-lesson that incorporates a literacy strategy that would normally be part of a larger, more complete lesson. Your demonstration should last between 5-7 minutes, and you should engage your peers in participatory, hands-on learning. You will present either through a Zoom, YouTube, Flipgrid video, or similar format that can be uploaded to Blackboard or OneDrive. You and your partner can decide on your comfort level for meeting face-to-face or meeting through Zoom or similar platform. Prior to your video demo, you will be asked to provide a one-page handout summarizing your plan. Please see the handout template in Blackboard for more details, and please check course schedule for pair demonstration due dates.
Pair strategy demonstration commentary	2 points	In order to reflect on and extend learning, you will be asked to submit a written commentary on your videotaped pair strategy demonstration. The commentary will be a condensed and adapted version of what is required in the edTPA. Please follow the guidelines, prompts, and requirements provided in Blackboard, and please check the course schedule for due dates.
Content lesson plan first draft	1 point	As part of this course, you will be asked to develop a TEKS-based content lesson that includes structured reading, writing, and academic talk activities based on what we've learned in the course. The lesson will have two parts: the lesson itself, based on the template provided, and a poster summarizing the lesson to be presented as a video presentation using Zoom, YouTube, Flipgrid, or similar platform. Please use the lesson template and follow the guidelines – both provided in Blackboard. Check the course schedule for due dates.
Content lesson final draft and presentation	12 points (8 points for lesson/4 points for poster presentation)	

Mid-term and final exams	10 points total (mid-term = 5 points; final = 5 points)	There will be two exams in this course, one mid-term and one final. One key purpose of these exams is to help prepare you for the TExES state certification exams that you will take prior to student-teaching/residency. The mid-term will cover all readings and class content from the first six weeks of the course, while the final exam will be comprehensive, covering all readings and class content from the entire semester. Questions will be multiple choice and essay/short answer and will be similar to those found on the TExES exams (PPR + ESL Supplemental). Exam dates are posted in the syllabus.
Professional responsibilities and awareness evaluation	1 point	At the end of the semester, you will submit a self-assessment of your professional responsibilities and awareness, based on the activities of this course, in alignment with the UTEP Professional Responsibilities and Awareness rubric. The professor will also conduct an assessment of your professional responsibilities and awareness based on the same rubric. Both evaluations will be submitted to the professor; the professor will submit the completed evaluations to the advising center, where they will be added to your student file.
Discussion Boards	16 points 4/4 points each	You will engage in discussions for each video demonstration. This will consist of constructive feedback, citing of class readings, and reflection of best practices in the video demonstrations. See Rubric

Grading:

A	90-100 points
B	80-89 points
C	70-79 points
D	60-69 points
F	Below 60 points

Assessment of Student Learning Outcomes:

Student Learning Outcome	Means of Assessment
1. Describe and apply a meaningful definition of literacy in the content areas in the digital age.	• Reading #1-10 • Field Observation Report and Reflection • Pair Strategy Demonstration • Pair Strategy Commentary • Mid-term Exam • Final Exam

	• Discussion Boards • Booktalk
2. Demonstrate ways of connecting literacy learning to students' prior knowledge, life experiences, and interest, and that views differences in learning and background as educational assets.	• Reflection on Appreciative Interview • Language/Literacy Questionnaire • Adolescent Literacy Interview Report • Pair Strategy Demonstration • Mid-term Exam • Final Exam • Discussion Boards • Booktalk
3. Identify the role of language and culture in literacy learning and demonstrate ways to modify instructional practice to support students' meaningful language acquisition and content learning.	• Readings #1, 5 • Field Observation Report and Reflection • Pair Strategy Demonstration • Lesson Plan Presentation • Mid-term Exam • Final Exam • Discussion Boards • Booktalk
4. Identify and apply disciplinary literacy instructional strategies for relevant content area(s), including reading, writing, academic vocabulary, and academic conversational strategies, and design assessments that are responsive to differences among students and that promote all students' learning.	• Reading #1-10 • Field Observation Report and Reflection • Pair Strategy Demonstration • Lesson Plan Presentation • Mid-term Exam • Final Exam • Discussion Boards • Booktalk
5. Develop a meaningful definition and application of digital literacy, in accordance with ISTE standards for educators;	• Digital Literacy Assessment • Field Observation Report and Reflection • Pair Strategy Demonstration • Lesson Plan Presentation • Mid-term Exam • Final Exam • Discussion Boards
6. Use knowledge of relevant TEKS standards to plan integrated instruction and ongoing assessments that are appropriate for each student and responsive to students' developmental characteristics and needs.	• Pair Strategy Demonstration • Lesson Plan and Presentation • Discussion Boards

7. Use data drawn from informal and formal assessments to gauge student progress in literacy and to design and modify instruction to improve students' literacy learning.	• Reading #4 • Field Observation Report and Reflection • Pair Strategy Demonstration • Lesson Plan and Presentation
8. Reflect on their own strengths and areas of improvement in content literacy teaching, and use this information to adapt and improve instruction.	• Video Observation Report and Reflection • Pair Strategy Commentaries • Discussion Boards • Booktalk
9. Demonstrate professionalism in all aspects of the course, as per the UTEP College of Education Professional Awareness and Responsibilities framework, which includes knowledge and practice of the Texas Educators' Code of Ethics.	• Field Observation Report and Reflection • CT Assessment • Pair Strategy Demonstration • Lesson Plan and Presentation • Mid-term Exam • Final Exam • Self-evaluation • Discussion Boards

Disability Policy:

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support (CASS) located in Union E Room 106. Students who have been designated as disabled must reactivate their standing with CASS on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).

Equal Educational Opportunity:

In order to create equal educational opportunities in the class, all students are expected to demonstrate respect for the diverse voices and individual differences in the class. Particularly, no person shall be excluded from participation in, denied benefits of, or be subject to discrimination under any program or activity sponsored or conducted by the University of Texas at El Paso on the basis of race, color, national origin, religion, sex, age, veteran status, disability, or sexual orientation. Any member of the University community who engages in discrimination or other conduct in violation of University policy is subject to the full range of disciplinary action, up to and including separation from the University. Complaints regarding discrimination

should be reported to the University's Equal Opportunity Office. Inquiries regarding applicable policies should be addressed to the University's Equal Opportunity Office, Kelly Hall, 3rd Floor, 915.747.5662 or eoaa@utep.edu.

Academic Ethics:

Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion in dishonest activities are serious acts which erode the University's educational and research roles and cheapen the learning experience not only for the perpetrators, but also for the entire community. It is expected that UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts.

Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Course Schedule:

Week/ Date	Topic(s)	Readings & Assignments
Week 1- Jan. 18	✓ Introduction to course ✓ What is content area literacy? ✓ TEKS? ✓ Sheltered English Instruction	Readings for Week 1: • Syllabus • TEKS for you content area and grade level (please download from TEA Website: tea.texas.gov) • Cain & Laird Chapter 3: Framing the lesson [textbook] Assignments for Week 1: o Annotated Syllabus with questions (see course requirements) (Jan. 20) o Lesson Frame for Lesson Plan: after reviewing your TEKS and reading Cain & Laird chap. 3, select a single standard and student expectation that you want to focus your learning and lessons on for this semester. Write your lesson frame according to the TEKs you selected. Post to Blackboard. (Jan. 22)

Week 2-
Jan. 25
	✓ What is content area literacy?
	
	✓ Knowing your students
		• Daniels & Zemelman [textbook] Core Purposes of Reading-Chapter 1
		
		Assignments for Week 2:
		    ○ Graphic Organizer for Chapter one (Jan. 27)
		    ○ Adolescent literacy inventory report (Jan. 29)

Week 3-
Feb. 1
	✓ Second language acquisition
	
	✓ English Language Proficiency Standards
	
	✓ Sheltered English instruction
		• Wright, Language learning and teaching [Blackboard]
		• ELPS
		
		Assignments for Week 3:
		    ○ Wright assignment—anchor chart (see rubric) (Feb. 3)
		    ○ Teacher Appreciation Reflection (see Rubric) (Feb. 5)
		    ○ Add Language objective to lesson plan

Week 4-
Feb. 8
	✓ How effective readers approach reading.
	
	✓ Working with readers who struggle
		Readings for Week 4:
		• Daniels & Zemelman [textbook] Chapter 2
		• Tovani, The realities of reading [Blackboard]
		
		Assignments for Week 4:
		    ○ Venn Diagram for Daniels & Zemelman & Tovani (Feb. 10)
		    ○ Annotated content reading/self-selected (see Course Requirements) (Feb. 12)

Week 5
Feb. 15
	✓ Selecting meaningful, purposeful, texts in the content area.	Readings for Week 5:
		• Daniels & Zemelman [textbook] Chapters 3 & 4
		
		Assignments for Week 5:
		    ○ Summary of Daniels & Zemelman Chapter 3&4 (Feb. 17)
		    ○ Booktalk (see rubric) (Feb. 17)
		    ○ BookTalk Discussion and response to peers. (Finished by Feb.19)
		    ○ Field experience report and reflection #1 based on the EPHS class you observed through Zoom (Feb. 19)

Week 6 Feb. 22	✓ Reading/writing connection ✓ Writing to learn ✓ Academic Language & Vocabulary	Readings for Week 6: • Daniels et al, Chapter 2 [Blackboard] • Cain & Laird, Critical writing [Textbook] • https://explicitinstruction.org/anita-l-archer-phd/ Assignments for Week 6: ○ Critical writing for Cain & Laird and Daniels et al (Feb. 24) ○ Field experience report and reflection #2 (Feb. 25) ○ Vocabulary Assignment for Anita Archer (Feb. 26) ○ Add vocabulary to your lesson plan
Week 7- Mar. 1	✓ Effective strategies for reading comprehension ✓ Understanding an applying TEKS and content literacy	Readings for Week 7: • Bean, Readance, & Baldwin, Comprehension: Principles and Integrated Approaches [Blackboard] Assignments for Week 7: ○ Summary of Bean, Readance, & Baldwin (Mar. 3) ○ Field experience report and reflection #3 (Mar. 5)
Week 8 Mar. 8	Midterm Exam	○ Midterm Exam on Blackboard – Mar. 10 ○ Field Experience report & reflection # 4 (Mar.10) ○ Meet either in person or through Zoom or Skype with partner to start planning for your pair demo
Mar. 15 Spring Break		
Week 9 Mar. 22	✓ Effective strategies for reading comprehension	Readings for Week 9: • Daniels & Zemelman Chapter 5 [textbook] • Foldable PowerPoint [Blackboard] Assignments for Week 9: ○ Pair demo plan (Mar. 24)

		o After readings Daniels & Zemelman chap 5, select a before, during, and after reading strategy to apply to your content area reading. Add to lesson plan
Week 10 Mar. 29	✓ Pair strategy demonstrations	Readings for Week 10: • EdTPA for your content area Assignments for Week 10: o Pair Demo videos (Mar. 31) o Pair strategy commentary (Apr. 2) o Pair Demo Video Discussion (Finished by Apr.4) o EdTPA to your lesson plans
Week 11 Apr.5	✓ Why readers struggle. ✓ Linguistic foundations of reading ✓ Literacy and the structure of English	Readings for Week 11: • Moats, Why study language? [Blackboard] Assignments for Week 11: o Anchor chart representing one idea from "Why Study Language" (Apr. 7) o Foldable Demo Video (see rubric) (Apr. 9) o Foldable Demo Video Discussion (Finished by Apr. 11)
Week 12 Apr. 12	✓ Why readers struggle ✓ Dyslexia	Readings for Week 12: • Beers, Assessing dependent reader's needs • Wilson Language Training, Dyslexia Assignments for Week 12: o Beers-Graphic Organizer [Blackboard] (Apr. 14) o Lesson plan first draft- (Apr.16)- Highlight 3 areas you'd like feedback/help o Add supports to your lesson plan
Week 13 Apr. 19	✓ The importance of talk: academic conversations	Readings for Week 13: • Zwiers & Crawford, Chapter 2 [Blackboard] Assignments for Week 13: o Zwiers & Crawford-Outline [Blackboard] (Apr. 21)
Week 14 Apr. 26	✓ On-line Tools	Readings for Week 14:

		• Asim et al.: Differentiating Instruction: For Middle School Students in Virtual Learning Environments [Blackboard] Assignments for Week 14: 　o Reflection on Asim et al. (Apr. 28) 　o Lesson plan final draft- (Apr. 30)
Week 15 **May 3**	✓ Lesson plan presentations	o Lesson Plan Presentation Video- (see rubric) (May 5) o Lesson Plan Video Discussion (Finished by May 7)
Week 16 **May 10**	✓ Finals	o Final Exam (May 12)

Syllabus is subject to change.

Appendix A: Rubrics

Teacher Appreciation Reflection	
Element	Possible Points
Provides a clear description of experiences with most and least effective teachers; provides relevant details; uses descriptive rather than evaluative language.	0.5
Provides a clear analysis of experiences; clearly highlights characteristics and practices of most and least effective teachers based on experience; cites evidence from own experience.	0.5
Provides a thoughtful reflection on the experiences; includes commentary on the kind of teacher they would like to be based on these experiences and analysis.	0.5
Clearly written; well-organized; stays within the 400-500 word limit; few structural or grammatical errors.	0.5
Total	**2**

Adolescent Literacy Inventory and Report	
Element	Possible Points
Results from each question item submitted as part of Google form.	2
Thoughtful, clearly-written account of what was learned from adolescent literacy interview provided.	2
Total	**4**

Pair Strategy Demonstration: Plan and Implementation and Video	
Element	Possible Points
Pair Strategy Demonstration Plan	
Plan addresses required elements: content/grade level, TEK, purpose, procedures, adaptations.	0.5
Revisions made based on feedback from instructor [if applicable].	0.5
Pair Strategy Implementation	
Designs and implements a clear, well-organized, and well-sequenced literacy strategy that aligns with the lesson and that is appropriate for diverse learners.	1
Uses instructional approaches that encourage student engagement and higher-order thinking in connection to relevant content.	1
Demonstrates knowledge of linguistically- and culturally-responsive approaches to teaching literacy strategies in the content area.	1

Creates the conditions for a safe, accessible, and engaging learning environment.	1
Establishes, communicates, and maintains clear expectations for student behavior.	1
Total	**6**

Pair Strategy Demonstration Commentary	
Element	Possible Points
Clearly articulate the central focus of the strategy demonstration.	.5
Analyze how you created a learning environment of mutual respect, appropriate challenge, and support for all learners; provides evidence from video in support of claims.	.5
Clearly explain how your instruction engaged students in developing the essential literacy strategy and higher-order thinking; provides evidence from video in support of claims.	.5
Reflect on and identify changes that would you make to your instruction to better support student learning of the central focus.	.5
Total	**2**

Booktalk	
Element	Possible Points
Select a trade book that inspired you to be a reader.	.5
Give a brief description of the book that includes: title, author, cover, and summary.	.5
Clearly explain what about this book motivated you to want to read more.	.5
Reflect and relate how you could use this with students to encourage them to read.	.5
Total	**2**

Anchor Charts: anchor charts are a common best practice among teachers. Anchor charts incorporate visuals and written representations of a concept or concepts. For two of your readings, you will create an anchor chart.	
Element	Possible Points
Select a strategy or important idea from the reading to illustrate, clearly state the idea as a title.	.5
Analyze the strategy or idea through visual thinking.	.5
Clearly explain the strategy or idea through the illustrations and writing.	1
Total	**2**

Foldable Demonstration -3 points	
Element	**Possible Points**
Select a passage, chapter, article, or story that complements your content (This should be your annotated article from week 2).	.5
Select and create a foldable that elicits notetaking, chunking of information, and/or organization of information from the reading.	.5
Demonstrate how to create the foldable and how to use it with the selected reading. Record your demo using zoom, YouTube, or similar platform that can be uploaded to Blackboard.	2
Total	**3**

Lesson Plan Presentation with Poster	
Element	**Possible Points**
The lesson objectives are clearly articulated in a student-friendly manner that catches the attention of the audience. Presentation includes We will/I will framing.	.5
The lesson materials and procedures are clearly explained in a step-by-step way, and include clear explanation of appropriate opening, modeling, guided practice, independent practice, and closing.	1
The assessment strategies are clearly articulated and shows alignment with the lesson objectives and procedures.	.5
The literacy development component of the lesson is well-developed and clearly-articulated.	1
The visual representation of the lesson plan (i.e. poster) is well-organized, with visually-appealing layout and design, and includes all required components. The poster is also free of errors.	1
Total	**4**

Discussions	
Element	**Possible Points**
Initial responses for two peers with multiple follow up responses that show synthesis of course material, analysis of the material presented, and constructive criticism.	2
Synthesis of the course material is clear. One or two citations with clear connections to the material.	1.5
Writing is clear and error free.	.5
Total	**4**